



Curricular Proposals for the Revision of the
BACHELOR OF ARTS IN PHILOSOPHY
Program

Department of Humanities
College of Arts and Sciences
University of the Philippines Los Baños

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PROPOSAL FOR THE REVISION OF THE BA PHILOSOPHY CURRICULUM

I. Rationale

The current set of proposed revisions for the BA Philosophy curriculum is premised on two things: (a) the implementation of the K-12 program (b) the implementation of the new General Education curriculum to replace the existing RGEP. The K-12 program, though not significantly affecting the majority of course offerings by the Philosophy Division, has forced us to rethink some of the introductory courses that we offer, as well as the program as a whole. In this light, we have come up with newer courses that are suited for our future students. These include an introductory course that explains to them the fundamentals of the philosophy discipline, and a pair of applied philosophy courses that we deemed lacking in the current version of our curriculum. On the other hand, the new GE courses will affect all curricular programs offered by the University. The following revisions are designed to address the aforementioned changes.

The graduates of the BA Philosophy Program are expected to:

1. Be experts in Philosophical Analysis and its application to various problems.
2. Be active in research, instruction, training, and development of the discipline.
3. Pursue lifelong learning through advanced studies such as in graduate school or law.
4. Promote philosophy as a critical tool in life and as an academic discipline.

Table 1. Relationship of Program Educational Outcomes (PEO) to the Mandate of UP as the National University

Program Educational Outcomes <i>The BA Philosophy Program aims to produce graduates who shall:</i>	Mandate of UP as the National University ¹							
	a	B	c	d	e	f	g	h
1. Be experts in Philosophical Analysis and its application to various problems.	✓			✓		✓		
2. Be active in research, instruction, training, and development of the discipline.	✓		✓			✓	✓	
3. Pursue lifelong learning through advanced studies such as in graduate school or law.	✓	✓	✓			✓	✓	
4. Promote philosophy as a critical tool in life and as an academic discipline.	✓		✓	✓	✓	✓		✓

¹The University of the Philippines shall (Section 3, R.A. 9500):

- a. Lead in setting academic standards and initiating innovations in teaching, research, and faculty development in philosophy, the arts and humanities, the social sciences, engineering, natural sciences, mathematics and technology, and maintain centers of excellence in these disciplines and professions.
- b. Serve as a graduate university by providing advanced studies and specialization for scholars, scientist, writers, artists and professionals especially those who serve on the faculty of state and private colleges and universities.
- c. Serve as a research university in various fields of expertise and specialization by conducting basic and applied research, promoting research and development, and contributing to the dissemination and application of knowledge.

- d. Lead as a public service university by providing various forms of community, public and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence.
- e. Protect and promote the professional and economic rights and welfare of its academic and non-academic personnel.
- f. Provide opportunities for training and learning in leadership, responsible citizenship, and the development of democratic values, institutions, and practice through academic and non-academic programs, including sports and enhancement of nationalism and national identity.
- g. Serve as a regional and global university in cooperation associations in the Asia Pacific Region and around the world.
- h. Provide democratic governance based on collegiality, representation, accountability, transparency, and active participation of its constituents, and promote the holding of freedom for students, faculty, research, extension and professional staff (REPS), administrative staff, and alumni to discuss non-academic issues affecting the University.

II. Program Learning Outcomes

Common to all programs

- A. Articulate and discuss the latest developments in their specific field of practice and engage in life-long learning (PQF level 6 descriptor)
- B. Effectively communicate orally and in writing using both English and Filipino languages
- C. Work effectively and independently in multi-disciplinary and multi-cultural teams (PQF level 6 descriptor)
- D. Act in recognition of professional, social, and ethical responsibilities
Demonstrate professional, social and ethical responsibility, especially in practicing intellectual property rights and sustainable development
- E. Preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

Common to the discipline (social science/physical science etc)

- F. Demonstrate breadth and depth of understanding of the core areas of philosophy.
- G. Apply critical and problem solving skills using the various methods of philosophy.
- H. Analyze philosophical texts and assess the arguments they contain.
- I. Carry out basic logical and linguistic analysis of arguments.
- J. Communicate new ideas and critiques of ideas relevant to philosophy to other philosophy scholars, decision makers, and the public.
- K. Do comparative analysis of philosophical schools of thought.
- L. Evaluate critically popular belief on philosophical topics.

Specific to the program

- M. Gain mastery in the core areas of philosophy: philosophy of language, logic, epistemology, ethics, and philosophy of science
- N. Specialize in applied philosophy courses such as biomedical ethics, feminist philosophy, philosophy of law, etc.
- O. Demonstrate skills in generalization, abstraction, and argumentation.
- P. Articulate the concept of Filipino philosophy.
- Q. Apply principles and methods from philosophy to allied fields.
- R. Evaluate critically current local social issues.

Specific to the University of the Philippines

- S. Lead with honor and excellence in public service and in fields of practice

Table 2. Relationship of Learning Outcomes to Program Educational Outcomes

Program Learning Outcomes		PEO			
		1	2	3	4
(A)	Articulate and discuss the latest developments in their specific field of practice and engage in life-long learning (PQF level 6 descriptor)	✓	✓	✓	✓
(B)	Effectively communicate orally and in writing using both English and Filipino languages		✓	✓	✓
(C)	Work effectively and independently in multi-disciplinary and multi-cultural teams (PQF level 6 descriptor)	✓	✓	✓	✓
(D)	Act in recognition of professional, social, and ethical responsibilities Demonstrate professional, social and ethical responsibility, especially in practicing intellectual property rights and sustainable development	✓	✓	✓	✓
(E)	Preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)	✓	✓	✓	✓
(F)	Demonstrate breadth and depth of understanding of the core areas of philosophy.	✓	✓	✓	✓
(G)	Apply critical and problem solving skills using the various methods of philosophy.	✓	✓	✓	✓
(H)	Analyze philosophical texts and assess the arguments they contain.	✓	✓	✓	✓
(I)	Carry out basic logical and linguistic analysis of arguments.	✓	✓	✓	✓
(J)	Communicate new ideas and critiques of ideas relevant to philosophy to other philosophy scholars, decision makers, and the public.	✓	✓	✓	✓
(K)	Do comparative analysis of philosophical schools of thought.	✓	✓	✓	✓
(L)	Evaluate critically popular belief on philosophical topics.	✓	✓	✓	✓
(M)	Gain mastery in the core areas of philosophy: philosophy of language, logic, epistemology, ethics, and philosophy of science	✓	✓	✓	✓
(N)	Specialize in applied philosophy courses such as biomedical ethics, feminist philosophy, philosophy of law, etc.	✓	✓	✓	✓
(O)	Demonstrate skills in generalization, abstraction, and argumentation.	✓	✓	✓	✓
(P)	Articulate the concept of Filipino philosophy.	✓	✓	✓	✓
(Q)	Apply principles and methods from philosophy to allied fields.	✓	✓	✓	✓
(R)	Evaluate critically current local social issues.	✓	✓	✓	✓
(S)	Lead with honor and excellence in public service and in fields of practice	✓	✓	✓	✓

III. Revision of the BA PHILOSOPHY Program

A. Deletion of Courses

1. General Education
16 RGEP Courses (48 units)
2. Required Social Forestry Course: SFFG 120. Environmental Worldviews (3 units) (after the last student in the existing curriculum graduates)

B. Inclusion of Courses

1. Inclusion of new GE courses (24 units)
 - a. KAS 1/HIST 1. Kasaysayan ng Pilipinas/Philippine History (3 units)
 - b. COMM 10. Critical Perspectives in Communication (3 units)
 - c. ARTS 1. Critical Perspectives in the Arts (3 units)
 - d. ETHICS 1. Ethics and Moral Reasoning in Everyday Life (3 units)
 - e. STS 1. Science, Technology and Society (3 units)
 - f. GE Elective (9 UNITS) initially to be chosen from list below
(MATH 10. Math, Culture, and Society; SAS 1. Self and Society; WIKA 1. Wika, Kultura, at Lipunan; PHILARTS 1. Philippine Arts and Culture; SCIENCE 10. Probing the Physical World; SCIENCE 11. Living Systems: Concepts and Dynamics)

2. Inclusion of Foundation Course: PHLO 11. Fundamental Approaches to Philosophy (3 units)
3. Inclusion of Core Courses: PHLO 178. Environmental Ethics (3 units)
4. Inclusion of Core Course: PHLO 185. Critical Perspectives in Filipino Philosophy* (3 units)

C. Change in the Number of Units

1. GE units
From: 48 units
To: 27 units

2. Core Courses
From: 54 units
To: 63 units

3. Other Major Courses (Philosophy Electives)

Thesis Option
From: 9 units
To: 12 units

4. Electives
From: 9 units
To: 12 units

5. Specialization Courses (Electives in one discipline)
Thesis Option
From: 6 units
To: 9 units

6. Total Number of Units
 - a. Thesis Option
From: 138 units
To: 132 units

 - b. Special Problem Option
From: 144 units
To: 132 units

D. Change in course sequencing

Existing Curriculum		
<i>First Year, First Semester</i>		
PSY 1	Exploring the Self	3
ENG 1(AH)	College English	3
IT 1 (MST)	Information Technology Literacy	3
PHLO 1	Philosophical Analysis	3
GE (SSP)		3
GE (SSP)		3
NSTP 1	(ROTC or LTS or CWTS)	(3)
PE 1	Foundations of Physical Fitness	(2)
		18
<i>First Year, Second Semester</i>		
ENG 2(AH)	College Writing in English	3
GE (AH)		3
GE (MST)		3
PHLO 9	Logic	3
ECON 11 or POSC 10	General Economics or Principles of Government and Politics	3
SPEC	Readings in Speculative Thought	3
NSTP 2	(ROTC or LTS or CWTS)	(3)
PE 2 or 3		(2)
		18
<i>Second Year, 1st Semester</i>		
HUM 1 (AH)	Literature, Man, and Society	3
GE (AH)		3
GE (MST)		3
GE (SSP)		3
PHLO 110	Ancient Philosophy	3
PHLO 197	Philosophic Problems	3
PE 2 or 3		(2)
		18
<i>Second Year, 2nd Semester</i>		
GE (AH)		3
GE (MST)		3
PHLO 111	Medieval Philosophy	3
PHLO 120	Philosophical Reasoning	3

Proposed Curriculum		
<i>First Year, First Semester</i>		
ETHICS 1	Ethics and Moral Reasoning in Everyday Life	3
KAS 1/ HIST 1	Kasaysayan ng Pilipinas/ Philippine History	3
ARTS 1	Critical Perspectives in the Arts	3
STS 1	Science, Technology, and Society	3
PHLO 11	Fundamental Approaches to Philosophy	3
PHLO 12	Logic	3
HK 11	Wellness and Basic Injury Management	(2)
		18
<i>First Year, Second Semester</i>		
PI 10	The Life and Works of Jose Rizal	3
GE	Elective	3
PHLO 150	Epistemology Prerequisite: PHLO 11	3
PHLO 171	Ethics	3
ECON 11 or POSC 10	General Economics or Principles of Government and Politics	3
SPEC	Readings in Speculative Thought	3
HK 12 HK 13	Human Kinetics Activities or Advanced Human Kinetics Activities	(2)
		18
<i>Second Year, 1st Semester</i>		
COMM 10	Critical Perspectives in Communication	3
GE	Elective	3
ELECTIVE		3
PHLO 110	Ancient Philosophy Prerequisite: PHLO 11	3
PHLO 112	Modern Philosophy	3
PHLO 173	Practical Ethics	3
NSTP 1	(ROTC or LTS or CWTS)	(3)
HK 12 or HK 13	Human Kinetics Activities or Advanced Human Kinetics Activities	(2)
		18
<i>Second Year, 2nd Semester</i>		
PHLO Elective		
PHLO 111	Medieval Philosophy Prerequisite: COI	3
PHLO 120	Philosophical Reasoning	3
GE	Elective	3

PHLO 150	Epistemology	3
PHLO 171	Ethics	3
PE 2 or 3		(2)
		18
Third Year, 1st Semester		
PHLO 112	Modern Philosophy	3
PHLO 173	Practical Ethics	3
PHLO 174	Biomedical Ethics	3
PHLO 181	Aesthetics	3
PHLO 195	Philosophy of Language	3
Elective		3
		18
Third Year, 2nd Semester		
PHLO 113	Contemporary Philosophy	3
PHLO 160	Philosophy of Science	3
PHLO 182	Philosophy and Semiotics	3
PI 10	The Life and Works of Jose Rizal	3
Cognate		3
Philosophy Elective		3
		18
Fourth Year, 1st Semester (Thesis Option)		
SFFG 120	Environment and Natural Resource Worldviews	3
PHLO 176	Social and Political Philosophy	3
Philosophy Elective		3
Cognate		3
Elective		3
		15
Fourth Year, 2nd Semester (Thesis Option)		
PHLO 184	Feminist Philosophy	3
PHLO 200	Undergraduate Thesis	6
Philosophy Elective		3
Elective		3
		15
Fourth Year, 1st semester (SP Option)		
SFFG 120	Environment and Natural Resource Worldviews	3
PHLO 176	Social and Political Philosophy	3

Elective		3
HK 12 or HK 13	Human Kinetics Activities or Advanced Human Kinetics Activities	(2)
NSTP 2	(ROTC or LTS or CWTS)	(3)
		15
Third Year, 1st Semester		
PHLO 197	Philosophic Problems Prerequisite: COI	3
PHLO 174	Biomedical Ethics	3
PHLO 181	Aesthetics	3
PHLO 195	Philosophy of Language	3
Elective		3
		15
Third Year, 2nd Semester		
PHLO 113	Contemporary Philosophy Prerequisite: COI	3
PHLO 182	Philosophy and Semiotics Prerequisite: PHLO 120 or COI	3
Specialization Course	Elective in one discipline	3
Philosophy Elective		3
Philosophy Elective		3
Elective		3
		18
Fourth Year, 1st Semester (Thesis Option)		
PHLO 178	Environmental Ethics	3
PHLO 176	Social and Political Philosophy	3
Philosophy Elective		3
Specialization Course	Elective in one discipline	3
Specialization Course	Elective in one discipline	3
		15
Fourth Year, 2nd Semester (Thesis Option)		
PHLO 184	Feminist Philosophy Prerequisite: COI	3
PHLO 185	Critical Perspectives in Filipino Philosophy	3
PHLO 160	Philosophy of Science Prerequisite: COI, Senior Standing	3
PHLO 200	Undergraduate Thesis	6
		15
Fourth Year, 1st semester (SP Option)		
PHLO 178	Environmental Ethics	3
PHLO 176	Social and Political Philosophy	3

PHLO 190	Directed Study	3
Philosophy Elective		3
Cognate		3
Elective		3
		18
<i>Fourth Year, 2nd semester (SP Option)</i>		
PHLO 184	Feminist Philosophy	3
PHLO 190	Directed Study	3
Philosophy Elective		3
Philosophy Elective		3
Elective		3
Cognate		3
		18

PHLO 190	Special Problem (Directed Study)	3
Philosophy Elective		3
Specialization Course	Elective in one discipline (2)	3
		15
<i>Fourth Year, 2nd semester (SP Option)</i>		
PHLO 160	Philosophy of Science Prerequisite: COI, Senior Standing	3
PHLO 184	Feminist Philosophy Prerequisite: COI	3
PHLO 185	Critical Perspectives in Filipino Philosophy PR. PHLO 11	3
PHLO 190	Special Problem (Directed Study)	3
Specialization Course	Elective in one discipline (3)	3
		15

First Year		Second Year		Third Year		Fourth Year (Thesis)		Fourth Year (SP)	
FS	SS	FS	SS	FS	SS	FS	SS	FS	SS
GE	GE	GE	PHLO elective	PHLO 197	Elective	PHLO 178	PHLO 160	PHLO 190	PHLO 190
GE	GE	GE	GE	PHLO 174	PHLO elective	PHLO 176	PHLO 184	PHLO 178	PHLO 160
GE	PHLO 171	Elective	Elective	PHLO 181	PHLO elective	PHLO elective	PHLO 200	PHLO 176	PHLO 184
GE	ECON 117/ POSC 10	PHLO 112	PHLO 111	PHLO 195	Specialization	Specialization	PHLO 185	Specialization	Specialization
PHLO 12	SPEC	PHLO 173	PHLO 120	Elective	PHLO 113	Specialization	PHLO 185	PHLO elective	PHLO 185
PHLO 11	PHLO 150	PHLO 110	PHLO 182						
NSTP1	NSTP2								
HK 11	HK 12/13	HK 12/13	HK 12/13						
(18)	(18)	(18)	(15)	(15)	(18)	(15)	(15)	(15)	(15)

All students are required to undergo NSTP (6 units) for one year with an option of ROTC, CWTS, or LTS as a requirement for graduation.

Elective courses may be taken from any unit in the university.

Specialization courses are electives taken in one discipline.

Philosophy electives are other major philosophy courses not required in the program.

CURRICULUM MAP

Courses	Relationship of Courses to Program Outcome																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
General Education Courses and PI 10																			
HIST 1/KAS1. Kasaysayan ng Pilipinas/Philippine History			D	R	R											I			I
ARTS 1. Critical Perspectives in the Arts			D	R	R										I				
COMM 10. Critical Perspectives in Communication	D	R	D	R	R				I						I				
ETHICS 1. Ethics and Moral Reasoning in Everyday Life	D	R	D	D	R		I	D	D	I	R	R	I	I	D	I	D	D	D
STS 1 S.cience, Technology, and Society	D	R	D	D	R														
WIKA 1. Wika, Kultura, at Lipunan		D	D	R	D											R			I
SAS 1. Self and Society		R	D	R	R														I
MATH 10. Mathematics, Culture, and Society		R	R	R					I										
PHILARTS. 1 Philippine Arts and Culture	R	R	D	R	D											R			
SCI 10. Probing the Physical World	R	R	R	R															
SCI 11. Living Systems: Concepts and Dynamics	R	R	R	R															
PI 10. The Life and Works of Rizal			D	D	R											D			D
Core Courses																			
PHLO 11. Fundamental Approaches to Philosophy		R	R	I	I	I	I	I	I	I	I	I	I		R	I	I	R	D
PHLO 12. Logic	I	R	R	I	I	I	R	R	R	R	R	R	R		R		R	R	R
SPEC. Readings in Speculative Thought		R	R	I	I	I	R	R	R	R	R	R	I		R	I	I	R	R
PHLO 110. Ancient Philosophy	I	D	R	D		R	R	R	R	R	R	R	R		R			I	I

PHLO 111. Medieval Philosophy	I	D	R	D		R	R	R	R	R	R	R	R	R		R			I	I
PHLO 112. Modern Philosophy	I	D	R	D		R	R	R	R	R	R	R	R	R		R			I	I
PHLO 113. Contemporary Philosophy	I	D	R	D		R	R	R	R	R	R	R	R	R		R			I	I
PHLO 120. Philosophical Reasoning	I	D	R	D	I	R	R	R	R	R	R	R	R	I	I	R	I	R	I	D
PHLO 197. Philosophic Problems	I	D	R	D	I	R	R	R	R	R	R	R	R	I	I	R	I	R	I	D
PHLO 171. Ethics	I	D	R	D	R	R	R	R	R	R	R	R	R	D	I	D	I	R	D	D
PHLO 195. Philosophy of Language	I	D	R	D	R	D	D	D	D	D	D	D	D	D	I	D	I	D	D	I
PHLO 150. Epistemology	I	D	R	D	R	D	D	D	D	D	D	D	D	D	I	D	I	D	D	R
PHLO 173 .Practical Ethics	I	D	R	D	R	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D
PHLO 174. Biomedical Ethics	I	D	R	D	R	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D
PHLO 181. Aesthetics	I	D	R	D	R	D	D	D	D	D	D	D	D	D	D	D	I	D	D	I
PHLO 160. Philosophy of Science	I	D	R	D		D	D	D	D	D	D	D	D	D	D	D		D	D	R
PHLO 176. Social and Political Philosophy	I	D	R	D	R	D	D	D	D	D	D	D	D	D		D	I	D	D	D
PHLO 182. Philosophy and Semiotics	I	D	R	D		D	D	D	D	D	D	D	D	D	D	D		D	D	I
PHLO 184. Feminist Philosophy	I	D	R	D	R	D	D	D	D	D	D	D	D	D	D	D	I	D	D	R
PHLO 178. Environmental Ethics	I	D	R	D	R	D	D	D	D	D	D	D	D	D	D	D	I	D	D	R
PHLO 185. Critical Perspectives in Filipino Philosophy	I	D	R	D	D	D	D	D	D	D	D	D	R	D		D	D	D	D	
Other Major Courses																				
PHLO 125. Indian Philosophy	I	D	R	D		D	D	D	D	D	D	D		D					R	I
PHLO 126. Chinese Philosophy	I	D	R	D		D	D	D	D	D	D	D		D					R	I
PHLO 172. Philosophy of Religion	I	D	R	D	R	D	D	D	D	D	D	D	R	D		I	D	D	I	
PHLO 175. Philosophy of Law	I	D	R	D	R	D	D	D	D	D	D	D	R	D		R	D	D	R	

PHLO 100. Mathematical Logic 1	I	D	R	D		D	D	D	D	D	D	D	D				D		I
PHLO 102. Mathematical Logic 2	I	D	R	D		D	D	D	D	D	D	D	D				D		I
Specialization Courses 9 units)																			
Free Electives (12 units)																			
Required Social Science Course																			
POSC 10.	I	D	R	D	R	D	D	D	D	D	D	D	D		D	I	D	D	R
ECON 11.		R	R	I	I	I	I	I	I	I	I	I	I		R	I	I	R	R
Thesis	I	D	R	D	D	D	D	D	D	D	D	D	R	D		D	D	D	D
Special Problem (for NTH only)	I	D	R	D	D	D	D	D	D	D	D	D	R	D		D	D	D	D

I-Introduced

R-Reinforced

D-Demonstrated

IV. Revision of the **BA PHILOSOPHY Program** (detailed proposals)

A. Deletion of Courses

1. General Education

16 RGEP Courses (48 units)

Justification: These existing RGEP courses will be replaced by a new set of 8 new GE courses (24 units).

2. Required Social Forestry Course: SFFG 120. Environmental Worldviews (3 units) (after the last student in the existing curriculum graduates)

Justification: Philosophy majors take SFFG 120 as introduction to ethical issues focusing on the environment. However, with the proposed course PHLO 178. Environmental Ethics, Philosophy majors can now encounter environmental ethics in a course that is more tailored for their specific training.

B. Inclusion of Courses

1. Inclusion of new GE courses (24 units)

- KAS 1/HIST 1. Kasaysayan ng Pilipinas/Philippine History (3 units)
- COMM 10. Critical Perspectives in Communication (3 units)
- ARTS 1. Critical Perspectives in the Arts (3 units)
- ETHICS 1. Ethics and Moral Reasoning in Everyday Life (3 units)
- STS 1. Science, Technology and Society (3 units)
- GE Elective (9 UNITS) initially to be chosen from list below:

(MATH 10. Math, Culture, and Society; SAS 1. Self and Society; WIKA 1. Wika, Kultura, at Lipunan; PHILARTS 1. Philippine Arts and Culture; SCIENCE 10. Probing the Physical World; SCIENCE 11. Living Systems: Concepts and Dynamics)

- Justification: These courses are the approved GE courses for all UPLB curricular programs.
2. Inclusion of Foundation Course: PHLO 11. Fundamental Approaches to Philosophy (3 units)

Justification: This course will serve as the foundation course of the BA Philosophy program. It is an upgrade over PHLO 1, since this new course is more tailored to the needs of BA Philosophy majors (instead of being merely a general, fit-all appreciation course). It introduces Philosophy majors to the concept of Philosophy as a rigorous academic discipline, and orients them on the nature of Philosophical Research. PHLO 1, by comparison, is an RGEP course that seeks to provide a general overview of what philosophy is to a wide audience, and not specifically designed for Philosophy majors.
 3. Inclusion of Core Courses: PHLO 178. Environmental Ethics (3 units)

Justification: PHLO 178 will replace SFFG 120 in the BA Philosophy curriculum and will be part of the core courses. This course is tailored to the specific program outcomes of the BA Philosophy program, i.e., for the student to specialize in applied philosophy. This course will provide the BA Philosophy majors the intellectual skills necessary for understanding and reflectively acting on ethical issues and controversies pertaining to the environment.
 4. Inclusion of Core Course: PHLO 185. Critical Perspectives in Filipino Philosophy (3 units)

Justification: The BAPHLO program in UPLB was designed partly as a training ground for critical thinkers who could do research on indigenous Filipino thought. PHLO 185, which looks at Filipino philosophy from a critical lens, will satisfy this aspect of the program.

C. Change in the Number of Units

1. GE units

From: 48 units
To: 27 units

Justification: The reduction in GE units reflects the University Council's decision to adopt the said number of units.
2. Core Courses

From: 54 units
To: 63 units

Justification: The 3 units freed from SFFG 120 and an additional 6 units freed from the old GE will be used for PHLO 11, PHLO 178, and PHLO 185, which will be required courses for BAPHLO students.
3. Other Major Courses (Philosophy Electives)

Thesis Option
From: 9 units
To: 12 units

Justification: The increased number of units for other major courses will allow students to experience other alternative branches of philosophy. The additional units will come from the units freed by replacing the old RGEP with the new GE courses.

4. Electives

From: 9 units

To: 12 units

Justification: The increased number of units will allow our students to take other subjects which are within his/her fields of interest. The additional units will come from the units freed by replacing the old RGEP with the new GE courses.

5. Specialization Courses (Electives in one discipline)

Thesis Option

From: 6 units

To: 9 units

Justification: The increased number of units will allow our students to take other subjects which are within his/her fields of interest. The additional units will come from the units freed by replacing the old RGEP with the new GE courses.

6. Total Number of Units

a. Thesis Option

From: 138 units

To: 132 units

b. Special Problem Option

From: 144 units

To: 132 units

Justification: The change in the number of units is a result of the proposed deletion of courses and institution of new courses. The change in units reflects the reduction of GE courses. Some of the slack caused by the reduction was used to increase the number of major courses, specialization courses, and electives. In general, the reduction of total units will help the student achieve a more balanced load every semester.

Summary in Tabular Form

	FROM	TO
GE courses and legislated course	48 UNITS SSP (15 - includes PI 10), AH (15), MST (12)	27 UNITS ARTS 1 (3), COMM 10 (3), ETHICS 1 (3), KAS 1/HIST 1 (3), STS 1 (3), PI 10 (3), Elective GE (9)
Core Major courses	54 UNITS	63 UNITS
Philosophy electives	Thesis option: 9 UNITS SP option: 12 UNITS	Thesis option: 12 units SP option: 12 units
Required Social Forestry Course	3 UNITS	0 UNITS
Required Social Science Course (POSC 10. Principles of Politics and Government or ECON 11. General Economics)	3 UNITS	3 UNITS
Electives	9 UNITS	12 UNITS
Specialization courses (Electives under one discipline)	Thesis Option: 6 UNITS SP option: 9 units	Thesis Option: 9 UNITS SP option: 9 units
Thesis/SP	6 UNITS	6 UNITS
Total	Thesis Option: 138 UNITS SP Option: 144 UNITS	Thesis Option: 132 UNITS SP Option: 132 UNITS

V. COURSE PROPOSALS

A. Institution of Courses (see Annex A for the course numbering scheme)

1. PHLO 11. Fundamental Approaches to Philosophy (3 units)

See ANNEX B

2. PHLO 185. Critical Perspectives on Filipino Philosophy (3 units)

See ANNEX C

3. PHLO 178. Environmental Ethics (3 units)

See ANNEX D

B. Revision of Courses

1. Change in course title of PHLO 190. Directed Study (3 units)

From: Directed Study

To: Special Problems

Justification: The new course title is in accordance with the prescribed title for courses numbered 190 in UPLB.

2. Change in course number of PHLO 9. Logic (3 units)

From: PHLO 9

To: PHLO 12

Justification: The change is in line with the adoption of a more systematic nomenclature for Philosophy courses.

3. Change in Prerequisite of PHLO 150. Epistemology (3 units)

From: None

To: PHLO 11. Fundamental Approaches to Philosophy

Justification: PHLO 11 introduces students to the context of the development of philosophy and its varied approaches. It covers the basics of the separation of science and philosophy, as well as the emphasis on philosophy of language and epistemology in the early 20th century. These are essential for a transition to a discussion of the major problems and theories on knowledge, which is the coverage of PHLO 150. This new prerequisite addresses the lack of preparation some students have in the previous version of the curriculum.

4. Change in Prerequisite of PHLO 110. Ancient Philosophy (3 units)

From: None

To: PHLO 11. Fundamental Approaches to Philosophy

Justification: PHLO 11 introduces students to the common and useful conceptions of philosophy. It makes them aware of the current state of philosophy and its relation to the world. These are essential for a transition to PHLO 110, which is the historical survey course of ancient philosophy, otherwise known as the starting point of Western philosophy. The COI was formerly used as a screener for students from other degree programs who would like to take PHLO 110. With the institution of PHLO 11, students will be more prepared to tackle the ancient metaphysical systems discussed in PHLO 110.

ANNEX A. COURSE NUMBERING SCHEME

Course Code	Category
PHLO 11-12	Foundation courses
PHLO 100-102	Mathematical Logic
PHLO 110-113	History of Philosophy
PHLO 120	Philosophical Reasoning
PHLO 125-126	Asian Philosophies
PHLO 150	Epistemology
PHLO 160	Philosophy of Science
PHLO 171-178	Ethics courses
PHLO 181-185	Applied Philosophy courses
PHLO 190	Special Problem (Directed Study)
PHLO 195-197	Specialized/ Integrative courses
PHLO 200	Undergraduate Thesis

ANNEX B

**PROPOSAL FOR THE INSTITUTION OF
PHLO 11. FUNDAMENTAL APPROACHES TO PHILOSOPHY**

IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Course Catalogue Description

- 1. Course Number: PHLO 11
- 2. Course Title: Fundamental Approaches to Philosophy
- 3. Course Description: Philosophy as a subject and as an academic discipline in the context of the Analytic and Continental traditions
- 4. Prerequisite/s (if any): None
- 5. Semester/s Offered: 1, 2
- 6. Course Credit: 3 units
- 7. Number of Hours: 3 hours (3 class)
- 8. Course Goal: For the students to explain the fundamental approaches to philosophy both as a subject and as an academic discipline

B. Rationale

PHLO 11 is an introductory philosophy course that is tailored to the needs of freshmen BAPHLO students. This new course will take into consideration the specific needs of students just beginning their study of philosophy. It will explain to them what philosophy is as a general subject of interest, and also what it is as a major field of study. This will be a required course in the BA Philosophy program.

C. Course Outline

1. Course Outcomes

At the end of the course, students should be able to:

- a. explain the difference between Philosophy as a general subject of interest and Philosophy as a major academic discipline;
- b. compare the Analytic and Continental traditions; and
- c. demonstrate the ability to conduct basic philosophical research.

2. Course Outcomes and Relationship to Program Learning Outcomes

Course Outcomes	Program Learning Outcomes																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
a. explain the difference between Philosophy as a general subject of interest and Philosophy as a major academic discipline	I	R	I	R	I	I	I	I											I
b. compare the Analytic and Continental traditions with one another	I	R		R		R	R	D	D		D		R		D			I	D

c. produce an example of basic philosophical research	I	D	I	D	I	R	D	D	D	I	D	D	R	I	D	I	D	D	R
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

*I = Introduced; R = Reinforced; D = Demonstrated

3. Course Content

Lecture

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
1-3	a, b	I. THE VARIOUS CONCEPTIONS OF PHILOSOPHY A. The Method and Substance of Philosophy B. Some Concepts of Philosophy C. Philosophy as an Academic Discipline	Lecture-Discussion	Quiz, Recitation	9
4-6	a, b	II. OVERVIEW OF THE MAJOR BRANCHES OF PHILOSOPHY AND THEIR ALLIED FIELDS A. Epistemology B. Philosophy of Language C. Logic D. Ethics	Lecture-Discussion	Quiz, Group Seatwork	9
7	FIRST LONG EXAM				1.5
7-9	a, b	III. THE ANALYTIC AND CONTINENTAL TRADITIONS A. The Major Periods in the History of Western Philosophy B. The Modern Age's influence on Contemporary Philosophy C. Reasons for the Analytic and Continental separation	Lecture-Discussion	Quiz, Recitation	9
10-12	a, b, c	IV. CURRENT TRENDS IN PHILOSOPHY A. The Applied Track B. Interdisciplinary Philosophical Research	Lecture-Discussion	Group work, Recitation	9
13	SECOND LONG EXAMINATION				1.5
14-16	a, b, c	V. PHILOSOPHICAL RESEARCH A. Comparison between Philosophical Research and	Lecture-Discussion	Seatwork, Quiz	9

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
		Other Types of Research B. The Philosophical Paper			
				TOTAL	48

4. Course Requirements

Examinations, Quizzes, Recitation, Exercises, Term Paper

5. References

- Alston, W. P., ed. (1967) *The problems of philosophy: introductory readings*. Allyn and Bacon.
- Ayer, A. J. (1946). *Language, truth, and logic*. Dover
- Bronstein, D. J. (1964). *Basic problems of philosophy*. Prentice-Hall.
- Coplestone, F. (1966). *A history of philosophy (6 volumes)*. Newman Press.
- Descartes, R. (1980). *Discourse on method and meditations on first philosophy*. Hackett Publishing.
- Durant, W. (1933). *The story of philosophy: the lives and opinions of the greater philosophers*. Simon and Schuster.
- Feinberg, J. and Shafer-Landau R. (eds.) (2002). *Reason and responsibility: readings in some of the basic problems of philosophy*. Wadsworth.
- Hamlyn, D. W. (1987). *The Penguin history of western philosophy*. Penguin Books.
- Kaufmann, W. A., ed. (1961). *Philosophic classics*. Prentice Hall.
- Monk, R., and Palmer, A. (eds). (1996). *Bertrand Russell and the origins of analytical philosophy*. Thoemes Press.
- O'Connor, D. J. (1964). *A critical history of western philosophy*. Free Press of Glencoe.
- Parkinson, G. H. R. ed. (1988). *An encyclopedia of philosophy*. Routledge.
- Peterson, M. et. al. (1998). *Reason and religious belief: an introduction to the philosophy of religion*. Oxford University Press.
- Pojman, L. (2001). *Classics of philosophy*. Oxford University Press.
- Russell, B. (2009). *Philosophical essays*. Routledge.
- White, J. E. (1989). *Introduction to philosophy*. St. Paul, West.

6. Lifelong Learning Opportunities

After the course, the student is equipped with an understanding of the basics and the basis of philosophy. Having a foundation of philosophical knowledge and method allows the student to probe deeply into questions within his or her field of interest or problems which are of great practical relevance to anyone.

7. Course Evaluation:

Student performance will be based on the following:

ASSESSMENT TASK	WEIGHT	MINIMUM AVERAGE FOR SATISFACTORY PERFORMANCE
Class Participation (Quiz, Seatwork, Assignments)	25%	70%
Long Exams	50%	70%
Term Paper	25%	70%
Total	100%	

Continuous Quality Improvement (CQI): At least 70% of the students must obtain 70% rating in the assessment tasks in order for the course outcomes to be satisfied.

The final grade will correspond to the scores shown below:

RANGE OF SCORES	GRADE
98 - 100	1.00
95 - 97	1.25
90 - 94	1.50
85 - 89	1.75
80 - 84	2.00
75 -79	2.25
70-74	2.5
65-69	2.75
60-64	3.0
55-59	4.0
54 and below	5.0

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method

Type of session	Preferred class size	Staff required	No. of hours per week	No. of credits
Lecture	25	1	3	3

2. Mode of Delivery: Lecture-Discussion

B. Special or Additional Resources and Personnel Requirements

1. Special Facilities: None
2. Library and Learning Resources: Books and Video Presentations
3. Special Staff Competencies Required: None
4. Name of Staff Qualified to Teach the Course and their special qualifications:

Christian Rosales, Ph.D.	(Anthropology)
John Ian K. Boongaling, M.A.	(Philosophy)
Marlon R. Lat, M.A.	(Philosophy)
Gilbert Macarandang, M.A.	(History)
Rizalino N. Malabed, M.A.	(International Relations)
Nicolo M. Masakayan, M.A.	(Philosophy)
Eula Junina M. Blanco, B.A.	(Philosophy)
Jennica Rose De Guzman, B.A.	(Philosophy)
Krissah Marga B. Taganas, B.A.	(Philosophy)
Ma. Cassandra R. Teodosio, B.A.	(Sociology)

From other Colleges: None

C. Relation to Other Courses:

1. Offered by the college
 - a. Course replaced by this course: None
 - b. Prerequisite course: None
 - c. Course for which this course is a prerequisite: PHLO 110. Ancient Philosophy, PHLO 150. Epistemology, PHLO 185. Critical Perspectives in Filipino Philosophy
 - d. Course containing similar content:
 - PHLO 1. Philosophical Analysis (10%);
 - PHLO 113. Contemporary Philosophy (10%)
 - PHLO 120. Philosophical Reasoning (10%)
2. Offered by Other Units:
 - a. Course replaced by this course: None
 - b. Prerequisite course: None
 - c. Course for which this course is a prerequisite: None
 - d. Course containing similar content: None

D. Size and Source of Enrollment

1. Department majors: 30
2. Majors in other departments, curricula, or college: 5
3. Anticipated enrollment in first and second years of offering: 70

E. Estimated Funds Required by the Institution of this Course:

1. Salaries: None
2. Supplies and materials: None
3. Books and Journals: P20,000.00
4. Equipment to be purchased: LCD projector P50,000.00 (to be shared with other Philosophy courses)

ANNEX C

**PROPOSAL FOR THE INSTITUTION OF
PHLO 185. CRITICAL PERSPECTIVES ON FILIPINO PHILOSOPHY**

IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Course Catalogue Description

- 1. Course Number: PHLO 185
- 2. Course Title: Critical Perspectives on Filipino Philosophy
- 3. Course Description: A discourse on the foundations of Filipino philosophy
- 4. Prerequisite: PHLO 11. Fundamental Approaches to Philosophy
- 5. Semester offered: 1
- 6. Course credit: 3 units
- 7. Number of hours: 3 hours (3 class)
- 8. Course Goal: For the students to abstract Filipino Identity or *Pagkataong Pilipino* as a foundation of Filipino Philosophy

B. Rationale

The course aims to propagate the Filipino worldview in line with the program goal of the BA Philosophy program, i.e., to promote the sense of nationalism and respect for indigenous ideas. The course is a “critical perspective” that aims to develop a well-defined Filipino Philosophy that can stand out among other Philosophical disciplines and traditions. Hence, while undertaking the course, the students are tasked to abstract “Filipino Identity” or “*Pagkataong Pilipino*” from selected Philippine epics and legends, essays, journal articles, lectures and books written and published by various Filipino thinkers and scholars. An in-depth study of the Filipino concept of *Loob*, *Sikolohiyang Filipino*, *Pilipinolohiya*, and *Pantayong Pananaw* is also necessary to conceptualize the Filipino notion of the self (*Pagkataong Pilipino*), reality and society. This course will be offered as required course in the BA Philosophy Program.

C. Course Outline

1. Course Outcomes

- At the end of the course, students should be able to:
- a. analyze the elements of Filipino philosophy;
 - b. interpret the sources, structures and characteristics of the Filipino mind, values and beliefs philosophically; and
 - c. abstract a Filipino concept of the self (*Pagkataong Pilipino*), reality and society.

2. Course Outcomes and Relationship to Program Learning Outcomes

Course Outcomes	Program Learning Outcomes																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
a. analyze the elements of Filipino philosophy	I	I		R	I	I	I	I	I		I	I		I	I	I	I	I	I
b. interpret the sources, structures and characteristics of the Filipino mind, values and beliefs	I	R		D	R	I	R	R	R		R	D	I	R	R	D	R	R	

philosophically																				
c. abstract a Filipino concept of the self (<i>Pagkataong Pilipino</i>), reality and society.	I	D		D	D	R	D	D		D	D	D	R	R	D	D	D	D	R	

*I = Introduced; R = Reinforced; D = Demonstrated

3. Course Content

Lecture

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
1	a, b	I. FILIPINO IDENTITY A. Insights and Awareness B. State of Philosophy in the Philippines	Lecture - Discussion	Quiz, Recitation	3
2-3	a, b	II. FILIPINO PHILOSOPHY A. Filipino as a Concept B. Philosophy as an Academic Discipline C. Filipino Philosophy as a Philosophical Discourse D. Rationale and Various Grounds of Filipino Philosophy	Lecture - Discussion	Quiz, Recitation	6
4	a, b	III. FRAMING FILIPINO PHILOSOPHY A. Elements B. Relevance C. Methodology	Lecture - Discussion	Quiz, Recitation	3
5-8	a, b, c	IV. THE NOTION OF THE SELF (<i>PAGKATAONG PILIPINO</i>) A. Understanding the Filipino Concept of Person and Personhood from Selected Epics and Legends through Metalinguistic Analysis B. Abstracting the Notion of the Self: B.1. Comparative Analysis of Various Literary Works of Selected Filipino Thinkers throughout History B.2. Phenomenological Analysis and Value Ranking of Filipino	Lecture - Discussion	Quiz, Recitation, Group Activity	10.5

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
		Behavioral Pattern from Journal Articles Published by Filipino scholars			
8	FIRST LONG EXAM				1.5
9-12	a, b, c	V. THE NOTION OF REALITY AND SOCIETY A. Understanding the Filipino Social and Political Philosophy from Epics and Legends through Metalinguistic Analysis B. Abstracting the Notion of Reality and Society B.1. Comparative Analysis of Various Literary Works of Selected Filipino Thinkers throughout History B.2. Phenomenological Analysis of Journal Articles Published by Filipino scholars	Lecture - Discussion	Quiz, Recitation, Group Activity	12
13	SECOND LONG EXAM				1.5
13-16	a, b, c	VI. FILIPINO PERSPECTIVES ON VARIOUS PHILOSOPHICAL AND ETHICAL PROBLEMS. A. Kapwa at Pakikipagkapwa-tao B. Pagpapakatao at Teknolohiya C. Social and Political Issues D. Environmental Issues	Lecture - Discussion	Quiz, Recitation, Group Activity	10.5
				TOTAL	48

4. Course Requirements

Quizzes, assignments, recitation, essay, exams, term paper

5. References

- Alejo, A. E. (1990). *Tao po, Tuloy!*. Quezon City, Philippines: Office of Research and Publications, Ateneo de Manila University.
- Constantino, R. (1969). *The Making of a Filipino*. Quezon City: Malaya Books, Inc.
- Covar, P. R. (1998). *Larangan: Seminal Essays on Philippine Culture*. Manila: National Commission for Culture and the Arts.

- De Castro, L. D. (1998). *Pagkatao at Teknolohiya: Mga Isyu ng Etika sa Makabagong Medisina*. Quezon City: Sentro ng Wikang Pilipino.
- De Castro, L. D. (1995). *Etika at Pilosopiya sa Kontekstong Pilipino*. Quezon City: University of the Philippines Press
- Enriquez, V. G. (1975). *Pagkataong Pilipino*. Quezon City: Departamento ng Sikolohiya, Unibersidad ng Pilipinas.
- Enriquez, V. G. (1974). *Tao at Lipunan*. Quezon City: Departamento ng Sikolohiya, Unibersidad ng Pilipinas.
- Eugenio, D. L. (1993). *Philippine Folk Literature: The Myths*. Quezon City: University of the Philippines Press
- Gripaldo, R. M. (2000). *Filipino Philosophy: Traditional Approach (Part 1, Section 1)*. Manila: De La Salle University Press, Inc.
- Gripaldo, R. M. (2008). *Filipino Philosophy: Traditional Approach (Part 1, Section 2)*. Manila: De La Salle University Press, Inc.
- Mercado, L. N. (1976). *Elements of Filipino Philosophy*. Tacloban City: Divine Word University Publications.
- Mercado, L. N. (1994). *The Filipino Mind*. Washington, DC: The Council for Research in Values and Philosophy; Manila: Divine Word Publications.
- Miranda, D. M. (1988). *Loob: The Filipino Within*. Manila: Logos Publications, Inc.
- Timbreza, F. T. (2008). *Filipino Philosophy Today*. Mandaluyong City: National Bookstore.

6. Lifelong Learning Opportunities

After the course, the student is equipped with an understanding of the Filipino Identity or “*Pagkataong Pilipino*”. Having this foundation on Filipino Philosophy allows the students to probe deeply into questions concerning his/her identity of the self as a Filipino, questions on reality and on social and political issues.

7. Course Evaluation:

Student performance will be based on the following:

ASSESSMENT TASK	WEIGHT	MINIMUM AVERAGE FORSATISFACTORY PERFORMANCE
C Quiz, Recitation, Group Activity	25%	70%
Long Exam	50%	70%
Final Paper	25%	70%
u Total	100%	

ous Quality Improvement (CQI): At least 70% of the students must obtain 70% rating in the assessment tasks in order for the course outcomes to be satisfied

The final grade will correspond to the scores shown below:

RANGE OF SCORES	GRADE
98 - 100	1.00
95 - 97	1.25
90 - 94	1.50
85 - 89	1.75

80 - 84	2.00
75 -79	2.25
70-74	2.5
65-69	2.75
60-64	3.0
55-59	4.0
54 and below	5.0

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method

Type of Session	Preferred Class Size	Staff Required	No. of Hours Per Week	No. of Credits
Lecture	25	1	3	3

2. Mode of Delivery: Lecture-Discussion

B. Special or Additional Resources & Personnel Requirements

1. Special Facilities: None
2. Library and Learning Resources: books, video presentations
3. Special Staff Competencies Required: None
4. Name of Staff Qualified to Teach the Course and their special qualifications:

From the College:

Christian Rosales, Ph.D.	(Anthropology)
John Ian K. Boongaling, M.A.	(Philosophy)
Marlon R. Lat, M.A.	(Philosophy)
Gilbert Macarandang, M.A.	(History)
Rizalino N. Malabed, M.A.	(International Relations)
Nicolo M. Masakayan, M.A.	(Philosophy)
Eula Junina M. Blanco, B.A.	(Philosophy)
Jennica Rose De Guzman, B.A.	(Philosophy)
Krissah Marga B. Taganas, B.A.	(Philosophy)
Ma. Cassandra R. Teodosio, B.A.	(Sociology)

From other Colleges

C. Relation to Other Courses:

1. Offered by the college
 - a. Course replaced by this course: none
 - b. Prerequisite course: PHLO 11. Fundamental Approaches to Philosophy
 - c. Course for which this course is a prerequisite: none
 - d. Course containing similar content: PSY 101. Filipino Psychology (15%)
2. Offered by Other Units:

- a. Course replaced by this course: none
- b. Prerequisite course: none
- c. Course for which this course is a prerequisite: none
- d. Course containing similar content: none

D. Size and Source of Enrollment

1. Department majors: 30
2. Majors in other departments, curricula, or college: 10
3. Anticipated enrollment in first and second years of offering: 80

E. Estimated Funds Required by the Institution of this Course:

1. Salaries: None
2. Supplies and materials: none
3. Books and Journals: : journal subscriptions, library materials per year
4. Equipment: LCD projector (PhP 50,000.00)

ANNEX D

**PROPOSAL FOR THE INSTITUTION OF
PHLO 178. ENVIRONMENTAL ETHICS**

I. IDENTIFYING AND DESCRIPTIVE INFORMATION

A. Catalog Course Description

- 1. Course Number:** PHLO 178
- 2. Course Title:** Environmental Ethics
- 3. Course Description:** An ethical examination of environmental issues.
- 4. Prerequisite/s (if any):** COI*
- 5. Semester/s Offered:** 2
- 6. Course Credit:** 3 units
- 7. Number of Hours:** 3 hours (3 class)
- 8. Course Goal:** For the students to analyze environmental issues using the concepts and methods of philosophy.

** Students must have sufficient background in Ethics.*

B. Rationale

PHLO 178 is an Applied Philosophy course which focuses on the ethical examination of the different environmental issues using the major Ethical theories from various perspectives such as Land and Wilderness Ethics, Anthropocentrism, Ecocentrism, Deep Ecology, etc. This course will provide the Philosophy majors the intellectual skills necessary for understanding and reflectively acting on ethical issues and controversies pertaining to the environment. This course will be offered as core course in the BA Philosophy Program and may be taken by other students as their cognate/elective.

C. Course Outline

1. Course Outcomes

- At the end of the course, students should be able to:
- a. explain major theories on ethics and environment from the Western, Eastern, and Filipino perspectives;
 - b. compare and contrast different theories of Environmental Ethics;
 - c. apply concepts and methods of philosophical ethics in analyzing environmental issues.

2. Course Outcomes and Relationship to Program Learning Outcomes

Course Outcomes	Program Learning Outcomes																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
a. explain major theories on ethics and environment from the traditional Western, Eastern, and Indigenous Filipino perspectives					R														

b. compare and contrast different theories of Environmental Ethics	R	R	I	I		R	I	R	R	R	R	R	R	R	R	R	R		R	R	
c. apply concepts and methods of philosophical ethics in analyzing environmental issues	R	D	R	R		D	D	D	D	D	D	D	D	D	D	D	D	D	R	D	D

*I = Introduced; R = Reinforced; D = Demonstrated

3. Course Content

Lecture

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
1	a, b	I. BASIC DEFINITION A. Ethics as Philosophical Discourse B. Environment as a Concept C. Environmental Ethics as an Applied Ethics	Lecture-Discussion	Quiz, Recitation	3
2-4	a, b	II. ETHICS AND ENVIRONMENT A. Western Philosophical Perspectives B. Eastern Philosophical Perspectives C. Indigenous Filipino Perspectives	Lecture-Discussion	Quiz, Recitation, Group Activity	9
5-8	a, b	III. THEORIES OF ENVIRONMENTAL ETHICS A. Anthropocentric, Ecocentric and Biocentric Ethics B. Land and Wilderness Ethics C. Deep Ecology D. Feminist Ethics of Care E. Speciesism: The Case for Animals	Lecture-Discussion	Quiz, Recitation, Group Activity	10.5
8	FIRST LONG EXAM				1.5
9-12	a, b, c	IV. ENVIRONMENTAL ETHICS as APPLIED ETHICS A. Forests as Moral Patient B. Moral Responsibilities to	Lecture-Discussion	Quiz, Recitation, Group Activity	12

WEEK	COURSE OUTCOMES	TOPIC	TLA	AT	NUMBER OF HOURS
		the Natural World and to Future Generations			
13	SECOND LONG EXAMINATION				1.5
13-16	a, b, c	V. MORAL REASONING: REAL-WORLD ENVIRONMENTAL ISSUES A. Mining B. Deforestation C. Global Warming D. Animal Rights/Welfare E. Other Current Issues	Lecture-Discussion	Seatwork, Quiz, Group Activity	10.5
				TOTAL	48

4. Course Requirements

Quizzes, assignments, recitation, essay, exams, term paper

5. References

- Alejo, A. E. (1990). *Tao po, Tuloy!*. Quezon City, Philippines: Office of Research and Publications, Ateneo de Manila University
- Botzler, R. G. and Armstrong, S. J. (2004). *Environmental Ethics: Divergence and Convergence*. 3rd ed. New York: McGraw Hill.
- de-Shalit, A. (1995). *Why Posterity Matters: Environmental Policies and Future Generations*. New York: Routledge.
- DesJardins, J. (2012). *Environmental Ethics: An Introduction to Environmental Philosophy*. International ed. of 5th ed. USA: Wadsworth.
- Fernando, E. Q. (2012). *Environmental Ethics and Law*. Manila: Rex Bookstore.
- Hargrove, E. C. (1989). *Foundation of Environmental Ethics*. New Jersey: Prentice Hall.
- Johnson, L. E. (1991). *A Morally Deep World: An Essay on Significance and Environmental Ethics*. New York: Cambridge University Press.
- Miranda, D. M. (1988). *Loob: The Filipino Within*. Manila: Logos Publications, Inc.
- Pojman, L. P. (2012). *Environmental Ethics: Reading in Theory and Application*. 6th ed. USA: Wadsworth.
- Taylor, P. W. (2011). *Respect for Nature: A Theory of Environmental Ethics*. 25th Anniv. ed. UK: Princeton University Press.
- Zimmerman, M. E., Callicott, JB., Clark, J., Warren K. J. and Klaver, I. J. (2005) *Environmental Philosophy: From Animals Rights to Radical Ecology*. New Jersey: Pearson Prentice Hall

6. Lifelong Learning Opportunities

The course equips students with an understanding of the major theories on ethics and environment. Such understanding enables students to make informed positions on environmental issues that help them become more effective advocates and responsible protectors of the environment.

7. Course Evaluation:

Student performance will be based on the following:

ASSESSMENT TASK	WEIGHT	MINIMUM AVERAGE FOR SATISFACTORY PERFORMANCE
Quiz, Recitation, Group Activity	25%	70%
Long Exam	50%	70%
Final Paper	25%	70%
Total	100%	

Continuous Quality Improvement (CQI): At least 70% of the students must obtain 70% rating in the assessment tasks in order for the course outcomes to be satisfied.

The final grade will correspond to the scores shown below:

RANGE OF SCORES	GRADE
98 – 100	1.00
95 – 97	1.25
90 – 94	1.50
85 – 89	1.75
80 – 84	2.00
75 -79	2.25
70-74	2.5
65-69	2.75
60-64	3.0
55-59	4.0
54 and below	5.0

II. ANALYTICAL INFORMATION

A. Instructional Model

1. Teaching Method

Type Of Session	Preferred Class Size	Staff Required	No. of Hours Per Week	No. of Credits
Lecture	25	1	3	3

2. Mode of Delivery:

Lecture-Discussion

B. Special or Additional Resources & Personnel Requirements

1. Special Facilities: None
2. Library and Learning Resources: Books and Video Presentations
3. Special Staff Competencies Required: None
4. Name of Staff Qualified to Teach the Course and their special qualifications:

Christian Rosales, Ph.D.	(Anthropology)
John Ian K. Boongaling, M.A.	(Philosophy)
Marlon R. Lat, M.A.	(Philosophy)
Gilbert Macarandang, M.A.	(History)
Rizalino N. Malabed, M.A.	(International Relations)

Nicolo M. Masakayan, M.A.	(Philosophy)
Eula Junina M. Blanco, B.A.	(Philosophy)
Jennica Rose De Guzman, B.A.	(Philosophy)
Krissah Marga B. Taganas, B.A.	(Philosophy)
Ma. Cassandra R. Teodosio, B.A.	(Sociology)

From other Colleges: None

C. Relation to Other Courses:

1. Offered by the college
 - a. Course replaced by this course: None
 - b. Prerequisite course: any Ethics course
 - c. Course for which this course is a prerequisite: None
 - e. Course containing similar content: PHLO 171. Ethics (15%)

2. Offered by Other Units:
 - a. Course replaced by this course: None
 - b. Prerequisite course: None
 - c. Course for which this course is a prerequisite: None
 - d. Course containing similar content: SFFG 120. Environmental and Natural Resources
Worldviews (15%)

D. Size and Source of Enrollment

1. Department majors: 30
2. Majors in other departments, curricula, or college: 5
3. Anticipated enrollment in first and second years of offering: 70

E. Estimated Funds Required by the Institution of this Course:

1. Salaries: None
2. Supplies and materials: None
3. Books and Journals: P20,000.00
4. Equipment to be purchased: LCD projector P50,000.00 (to be shared with other Philosophy courses)

ANNEX E. List of Course Proponents

PHLO 11	Nicolo M. Masakayan (Main), Marlon R. Lat, John Ian K. Boongaling, Nicolito A. Gianan, Marie Abelyn C. Kwe, Nikulous Jireh Aranas, Aleli M. Caraan
PHLO 178	Marlon R. Lat (Main), Nicolito A. Gianan
PHLO 185	Marlon R. Lat (Main), Nicolito A. Gianan